

“Preparing Professionals for Changing Educational Contexts”

**ESP 782r Syllabus**

Department of Educational and Clinical Studies  
College of Education, University of Nevada Las Vegas

<b>I.</b>	<b>Prefix &amp; Number</b>	ESP 782r
<b>II.</b>	<b>Title</b>	Professional Seminar in Special Education
<b>III.</b>	<b>Credits</b>	3 credit hours
<b>IV.</b>	<b>Semester</b>	
<b>V.</b>	<b>Instructor</b>	
<b>VI.</b>	<b>Office/Phone/Email</b>	
<b>VII.</b>	<b>Class Location</b>	
<b>VIII.</b>	<b>Office Hours</b>	
<b>IX.</b>	<b>Prerequisites</b>	Doctoral Status or Consent of Instructor
<b>X.</b>	<b>Course Description</b>	The purpose of this seminar is to introduce students to the higher education academy and related doctoral level work. Specifically, students will conduct professional literature searches related to their identified research goals, internalize APA writing style, and write a review of literature related to their primary research interest area. It is anticipated that this will serve as the foundation for a programmatic research agenda throughout doctoral studies. A variety of resources related to scholarly productivity and the conduct of research will be introduced.
<b>XI.</b>	<b>Standards Addressed: Council for Exceptional Children Advanced Preparation Standards Addressed in this Course</b>	<p><b>CEC 3.0:</b> Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</p> <p><b>CEC 4.0:</b> Special education specialists conduct, evaluate, and use inquiry to guide professional practice.</p> <p><b>CEC 5.0:</b> Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.</p> <p><b>CEC 6.0:</b> Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.</p>

Upon completion of this course, students will have a better understanding of doctoral study and specific expectations related to (a) conducting literature searches, (b) using APA writing style and standard English writing mechanics, (c) writing a comprehensive review of literature, (d) preparing for research

implementation, and (e) using tools to increase productivity (e.g., RefWorks, Excel, PowerPoint). **XII. Knowledge Objectives and Related Standards**

**Upon completion of this course students will be able to meet the following objectives:**

<b>Objective: 4.0</b>	
<b>Standards:</b> Special education specialists conduct, evaluate, and use inquiry to guide professional practice.	
	4.1: Special education specialists evaluate research and inquiry to identify effective practices.
	4.2: Special education specialists use knowledge of the profession literature to improve practices with individuals with exceptionalities and their families.
	4.3: Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

<b>Objective: 5.0</b>	
<b>Standards:</b> Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.	
	5.1: Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
	5.2 Special education specialists support and use linguistically and culturally responsive practices.

<b>Objective: 6.0</b>	
<b>Standards:</b> Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.	
	6.3: Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.
	6.4: Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

	6.7: Special education specialists actively promote the advancement of the profession.
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<b>Objective: 7.0</b>	
<b>Standards:</b> Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.	
7.1: Special education specialists use culturally responsive practices to enhance collaboration.	
7.3: Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.	

**XIII. RESULTS**

<b>Course Objectives</b>	<b>Related CEC Standards</b>	<b>Measurement/Evaluation</b>
Special education specialists conduct, evaluate, and use inquiry to guide professional practice.	4.0 (4.1, 4.2, and 4.3)	Literature Review CITI Program Training
Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.	5.0 (5.1 and 5.2)	AAUP readings and questions
Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional	6.0 (6.3, 6.4, and 6.7)	Literature Review Literature Review Presentation CITI Program

colleagues and individuals with exceptionalities.		
Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.	7.0 (7.1, and 7.3)	Poster Bulletin Board In-class activities

#### XIV. COURSE RESOURCES

##### **Required Texts**

American Psychological Association. (2009). *Publication manual of the American psychological association (6<sup>th</sup> ed.)*. Washington, DC: APA.

American Psychological Association. (2009). *Mastering APA style: Student's workbook and training guide (6<sup>th</sup> ed.)*. Washington, DC: APA.

Pan, M. L. (2013). *Preparing literature reviews: Qualitative and quantitative approaches (4<sup>th</sup> ed.)*.

Strunk, W., & White, E. B. (1999). *Elements of style (4<sup>th</sup> ed.)*. London: Longman.

##### **Required Article Reading: See "read by" dates in Course Schedule (section XX)**

Bagaka, J. G., Badillo, N., Bransteter, I., & Rispinto, S. (2015). Exploring student success in a doctoral program: The power of mentorship and research engagement. *International Journal of Doctoral Studies*, 10, 323-342. Retrieved from <http://ijds.org/Volume10/IJDSv10p323-342Bagaka1713.pdf>  
**(Read by 9/13)**

Castro, V., Garcia, E. E., Cavazos, Jr., Javier, & Castro, A. Y. (2011). The road to doctoral success and beyond. *International Journal of Doctoral Studies*, 6, 51-76. Retrieved from <http://ijds.org/Volume6/IJDSv6p051-077Castro310.pdf> **(Read by 9/27)**

Coughlin, M., Cronin, P., & Ryan, F. (2007). Step-by-step guide to critiquing research. Part 1: Quantitative research. *British Journal of Nursing*, 16(11), 658 – 663. **I will provide this on WebCampus.**

- Jairam, D., & Kahl, Jr., D. H. (2012). Navigating the doctoral experience: The role of social support in successful degree completion. *International Journal of Doctoral Studies*, 7, 311-328. Retrieved from <http://ijds.org/Volume7/IJDSv7p311-329Jairam0369.pdf> (Read by 9/6)
- Stoilescu, D., & McDougall, D. (2010). Starting to publish academic research as a doctoral student. *International Journal of Doctoral Studies*, 5, 79-91. Retrieved from <http://ijds.org/Volume5/IJDSv5p079-092Stoilescu299.pdf> (Read by 9/20)

## XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

### Supplemental Texts and Journal Articles

- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.
- Hawley, P. (2003). *Being bright is not enough: The unwritten rules of doctoral study* (2<sup>nd</sup>ed.). Springfield, IL: Charles C. Thomas Publisher.
- Hedges, L., & Rhoads, C. (2010). Statistical power analysis in education research (NCSE 2010-3006). Retrieved from <http://ies.ed.gov/ncser/>
- Horner, R. H., Carr, E. G., Halle, J., Mcgee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practices in special education. *Exceptional Children*, 71, 165-179.
- Karp, J. R. (2009). *How to survive your Ph.D.: The insider's guide to avoiding mistakes, choosing the right program, working with professors, and just how a person actually writes a 200-page paper*. Naperville, IL: Sourcebooks.
- Locke, L. F., Spriduso, W. W., & Silverman, S. J. (2007). *Proposals that work: A guide for planning dissertations and grant proposals* (5 ed.). Thousand Oaks, CA: Sage.
- Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children*, 71, 137-148.
- Pyrzczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation* (4<sup>th</sup> ed.). Glendale, CA: Pyrczak Publishing.
- Thomson, P., & Walker, M. (Eds.). (2010). *The Routledge doctoral student's companion: Getting to grips with research in education and the social sciences*. New York, NY: Routledge.

### Suggested Internet Resources

1. IRBNet. (online). Innovative solutions for compliance and research management. Available at <https://www.irbnet.org/release/index.html>
2. CITI Program. (online). Collaborative Institutional Training Initiative. Available at <https://www.citiprogram.org/>
3. American Psychological Association. (online). APA style. Available at <http://www.apa.org/>
4. Lied Library. Available at <https://www.unlv.edu/maps/llb>
5. Purdue Owl. (online). Online writing lab. <https://owl.english.purdue.edu/owl/resource/641/1/>

**XVI. ASSIGNMENTS [ALL assignments are due on time. LATE assignments are not accepted and will be recorded as a zero (0)].**

**Attendance: IS MANDATORY! See table below (no exceptions).**

1. **Design and assemble a bulletin board introducing the faculty and active research within the Department of Educational and Clinical Studies.** This assignment is a collaborative group activity and a long-standing tradition for students enrolled in ESP 782. The bulletin board content should highlight faculty accomplishments in some way (e.g., research projects, publications, grants, special projects, etc.). **Requirement of course with no points attached. It must be up and completed by 9/27/16.**
2. **Abstracts & Critiques (50 points total).** Following instructions on writing effective abstracts and critiques, students will each be responsible for completing an abstract on another person's article. We will practice identifying the elements of abstracts in class, as well as practice writing one in groups. You will also critique an article. Each is worth 25 points.
3. **APA MidTerm (10/11/16).** All students will complete the 50-point, MC APA test. There will be no make-up days for the exam. Please bring a Scranton sheet to class on the test day. Dr. Brown will inform students of the correct Scranton sheet to purchase. **Worth 50 points**
4. **APA Final Exam (12/13/16).** All students will complete a 50-item APA final exam. There will be no make-up days for the exam and I will only allow it to be taken early under very specific circumstances (documentation will be requested). You will not need a Scranton for this exam. **Worth 50 points**
5. Complete a **Professional Packet and CV (50 points)**. As you move into the Academy, it is critical that you have an understanding of and position on some of the important topics [i.e., **ECSE, Inclusion, Parents & Families, Special & General Education, SPED Administration, Assessment (high stakes), behavior, Disproportionate Representation, Research to Practice (RTP)**] in the field. Write a brief statement/paragraph on each of the listed words/phrases.
  - a. Prepare a curriculum vitae (CV). Be sure to visit <https://owl.english.purdue.edu/owl/resource/641/1/> for tips on completing the CV. Pay close attention to the section titled, "Is there a standard format...?"
  - b. Due on 11/08.**

6. **CITI Program Certification (up to 100 points).** Each of you will complete the CITI Training Program at <https://www.citiprogram.org/>. You have the entire semester to complete all 16 modules, but you MUST be where you are supposed to be according to the due dates on the syllabus (i.e., module 1 should be completed by 9/01/15). Your points, up to 100, will be determined by the percentage you receive after the training is completed. You MUST turn in a copy of your certification to Dr. Brown by **11/22/16**. **This can be sent to Dr. Brown electronically.**
7. **Literature Review (150 points total, including the matrix and rough draft).** The review of literature is a semester-long project. It involves writing a comprehensive review of existing research related to a topic that aligns with your current research interests and goals. The course instructor must approve the literature review topic. The review of literature is to be high quality suitable for publication submission. The review must be typed and must adhere to the 6<sup>th</sup> edition of the APA Publication Manual. **All of these things must be submitted in order to submit the final paper.**
  - a. **Rough Outline (10/4)**
  - b. **Matrix (25 points) due on 10/11.**
  - c. **First draft of Lit Rev (25 points) due on 10/25.**

**\*\*Students cannot use articles that contain research that was conducted in countries outside the U.S. They must be US students with US children with disabilities (at least a portion of the participants). Quantitative or mixed methodology studies only!\*\*\***

8. **Literature Review Presentation (11/29 & 12/6).** The presentation should be conducted using presentation software and related handouts. The quality of the presentation should be comparable to those presented at professional conferences. **Course Requirement. No points.** Details of structure of presentations will be shared in class.

## XVIII. SPECIAL NOTES

**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental

values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

**Copyright** – The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)** – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular

courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning> <https://www.unlv.edu/provost/transparency>

**Incomplete Grades** - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu

**Final Examinations** – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. However, we will meet for the final exam at the regularly scheduled class time unless otherwise notified.

**Research Librarian** -- Students may consult with a librarian on research needs. For this class, the Subject Librarian is Education (Samantha Godbey). ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask question at <https://www.library.unlv.edu/>

## XIX. GRADING POLICY

Range of Points Earned	Grade
428 - 450 (95% - 100%)	A
405-427 (90-94%)	A-
392-404 (87-89%)	B+
378-391 (84-86%)	B
360-377 (80-83%)	B-
347-359 (77-79%)	C+
333-346 (74 –76%)	C
315-332 (70-73%)	C-
270-314 (60- 69%)	D
Below 270 points	F

**Attendance is mandatory.** Only approved absences (i.e., University sanctioned absences, religious observances, etc.) will be accepted. Please make every effort to be on time to each class.

<b>Number of Absences</b>	<b>Grade Lowered By</b>
<b>1</b>	20 points
<b>2</b>	1 letter grade
<b>3</b>	2 letter grades
<b>4 or more</b>	Fail class

## XX. COURSE SCHEDULE

Lesson/ Date	Lesson Topic	Assigned Readings and Resources	Assignment Due
1 8/30/16	<ul style="list-style-type: none"> <li>✓ Introduction to Academia</li> <li>✓ <b>Becoming/Being a Doctoral Scholar</b></li> </ul>	Review Syllabus & Announcements	NA
2 9/06/16	<ul style="list-style-type: none"> <li>✓ Writing Abstracts</li> </ul>	CITI: History & Ethical Principles <b>Jairam, &amp; Kahl, Jr. article</b> <b>Meet in CML at 4:15</b>	CITI Module 1
3 9/13/16	<ul style="list-style-type: none"> <li>✓ Overview of Literature Reviews (topic &amp; ideas)</li> <li>✓ Refining Topics/Statement of Problem</li> <li>✓ Writing Article Critiques</li> </ul>	CITI: Defining Research w/Human Subjects <b>Bagaka et al article</b> <b>Coughlin et al article</b>	CITI Module 2 <b>Abstract 1 due</b>
4 9/20/16	<ul style="list-style-type: none"> <li>✓ Searching the Literature</li> <li>✓ Possible Lit Rev Framework</li> <li>✓ Reading the Literature &amp; Note Taking</li> </ul>	CITI: Belmont Report & CITI Intro <b>Stoilescu, &amp; McDougall article</b>	CITI Module 3 <b>Critique 1 due</b>
5 9/27/16	<ul style="list-style-type: none"> <li>✓ Organizing the Literature</li> <li>✓ Outlining</li> </ul>	CITI: Fed Regs <b>Castro et al article</b>	<b>ECS Bulletin Board due</b> CITI Module 4
6 10/04/16	<ul style="list-style-type: none"> <li>✓ Synthesizing the Literature (Using a Matrix system)</li> </ul>	CITI: Assessing Risk	CITI Module 5 <b>Rough APA Outline Due</b>
7 10/11/16	<ul style="list-style-type: none"> <li>✓ The Rough/1st Draft</li> </ul>	CITI: Informed Consent	CITI Module 6 <b>Midterm Exam (Scantron needed)</b> <b>Matrix Due</b>
8 10/18/16	<ul style="list-style-type: none"> <li>✓ <b>No CLASS on Campus</b></li> </ul>	<b>Alternative Meeting: Presidential Debate Week</b> CITI: Privacy & Confidentiality	CITI Module 7
9 10/25/16	<ul style="list-style-type: none"> <li>✓ Professional Presentations (looking at Conference Proposal Forms)</li> </ul>	CITI: Research w/Prisoners CITI: Research w/Children	CITI Module 8-9 <b>LitRev Draft due (WebCampus)</b>
10 11/01/16	<ul style="list-style-type: none"> <li>✓ Revising First Draft</li> </ul>	CITI: Research in Elementary & Secondary Schools	CITI Module 10

<b>11</b> 11/8/16	✓ Draft Feedback	CITI: International Research	CITI Module 11 <b>Professional Packet and CV due</b>
12 11/15/16	<ul style="list-style-type: none"> <li>• Finish Literature Review</li> <li>• Writing for Publication</li> </ul>	CITI: Internet-Based Research CITI: Vulnerable Subjects	CITI Module 12-15
13 11/22/16	<ul style="list-style-type: none"> <li>• Scholarly Writing</li> </ul>	CITI: Conflicts of Interest CITI: Avoiding Group Harms	<b>CITI Certificate due in class or via email</b>
<b>14</b> 11/29/16	Final Presentations	XXX	<b>Literature Review due (submit via WebCampus)</b>
15 12/6/13	Final Presentations	XXX	
16 12/13/16	Final APA Exam	XXX	<b>Final Exam</b>

- ✓ **Please complete CITI modules prior to coming to class.**
- ✓ **Note that this schedule is subject to change at Dr. Brown's discretion. I am only referring to the lesson topics and not the due dates for assignments.**

## Literature Review Rubric (100 points)

Criteria		Target			Acceptable			Unacceptable			
<b>Introduction:</b> Clear overview of paper, demonstrates importance of topic.		10	9	8	7	6	5	4	3	2	1
<b>BODY</b>	<b>Balanced viewpoint:</b> Objective, balanced view from various perspectives.	10	9	8	7	6	5	4	3	2	1
	<b>Coherent theme:</b> Each cited study related to the topic and to other studies.	10	9	8	7	6	5	4	3	2	1
	<b>Depth and breadth of research:</b> Variety of studies and attention to detail about topic.	10	9	8	7	6	5	4	3	2	1
	<b>Analysis:</b> Collection of studies analyzed for differences and commonalities about the topic.	10	9	8	7	6	5	4	3	2	1
<b>Conclusion &amp; Synthesis:</b> Information synthesized and brought to a logical conclusion.		10	9	8	7	6	5	4	3	2	1
<b>Organization and Alignment:</b> Information logically organized with good flow. Issues threaded throughout the paper.		10	9	8	7	6	5	4	3	2	1
<b>Mechanics:</b> Correct spelling, punctuation, sentence structure, word usage, etc.		10	9	8	7	6	5	4	3	2	1
<b>APA (6<sup>th</sup> ed.):</b> Correct use of APA in the body, references, and appendices.		10	9	8	7	6	5	4	3	2	1
<b>References:</b> References correctly typed, appropriate number and quality.		10	9	8	7	6	5	4	3	2	1
<b>Total</b>		<b>/100</b>									

Comments:

**Guidelines: Abstracts & Critiques (25 points each)**

Students will complete an abstract and critique assignment. The same article may be used for both assignments. In fact, it would be wise to do so. Dr. Brown will provide the articles to be used for the abstract assignment. All students will NOT have the same article. Articles will be selected from professional special education journals (i.e., *Exceptional Children*, *Teaching Exceptional Children*, *Learning Disability Research & Practice*, *Behavioral Disorders*, *Journal of Early Intervention*, *Young Exceptional Children*, *Intervention in School and Clinic*, etc.). An attempt will be made to include articles representative of students' emphasis areas. You are to identify the article to be used for the critique.

**Format:**

- 1) Must be typed, double spaced, pages numbered and stapled, 12-point font with 1-inch margins.
- 2) There must be an APA title page attached.
- 3) Abstracts can only be between 100-150 words.
- 4) Staple the abstract to the article when you submit the abstract.
- 5) No folders needed!
- 6) Remember to use special education non-labeling language in your professional writing.

**Content:**

- 1) Use the word "**Abstract**" in bold as a heading.
- 2) An abstract is a summary written in a scholarly writing style that represents a thorough comprehension of the article.
- 3) The text of your abstract should be 100 – 150 words.
- 4) Six components include:
  - a. Purpose
  - b. Scope
  - c. Method
  - d. Results
  - e. Recommendations
  - f. Conclusions

**Critique:**

- 1) Use the word "**Critique**" in bold as a heading.
- 2) This should be 1-2 full pages.
- 3) A critique is your professional judgment and analyses of the article and should include:
  - a. Your opinion as to clarity and organization.
  - b. Your opinion as to the validity of the research methodology and results.
  - c. Analyses that relate to course content and/or other research.
  - d. Analyses that relate article to your experiences in the field.
- 4) Staple the article to the critique prior to submitting.

**Literature Review Presentation Rubric (Feedback Only)**

<b>Literature Review</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Introduction	Clear purpose, engaging intro, organized, good flow/structure, most current research, complete coverage, related to hypotheses	Good to average review.	No introduction to topic Ambiguous purpose Incomplete review Intro not related to hypotheses
Thesis	Thesis clear and appropriate	Good to Average thesis.	Thesis not listed or difficult to determine.
Review of Literature	Complete review of related issues, complete sections, appropriate organization, appropriate for thesis.	Good review.	Some appropriate issues or research missing, Disorganized, Inappropriate for thesis
Organization	Excellent flow driven by thesis. Structured around issues, not articles. Communicates big picture, accurate and complete. Directly related to thesis	Good Organization, somewhat driven by articles	Appears to be an annotated bibliography Structure driven by articles Doesn't understand big picture Inaccurate reporting
Discussion	Clear, organized, Excellent summary, connected to thesis, addressed limitations and future research, citations for support.	Good summary.	No summary of study Disorganized Random conclusions No connection to intro/thesis No limitations/future research No citations for support
Visual Aids	Appropriate format, Slides highlight topic not authors, summarized bullet points	Good slides, few distractions.	Inappropriate for scientific presentation, clip art, Instant messenger on, too much narrative/text, out of order
Communication Effectiveness	Excellent eye contact/ articulation, faces audience, no reading from notes, professional behavior, addresses whole audience, appropriate pace.	Reads a bit from notes.	Lack of eye contact, poor articulation Reading from notes, lack of professionalism/seriousness, too much focus on faculty, too fast or slow. Faces screen much of the time
Addressing Questions	Maintains professionalism, answers all questions, demonstrates knowledge of study.	Answers most questions in a professional manner. Demonstrates some knowledge of subject.	Unable to answer questions, defensive, loses professionalism, responds with unrelated answer.